THE LEXINGTON SCHOOL 40 1959-1999

The Lexington School

WHERE FUTURES BEGIN Early Winter 1999

SPEAKING FROM THE HEART

In late October Mr. Frederick L. Luddy, the first headmaster of the The Lexington School, returned to the school in honor of its 40th anniversary. While on campus, Mr. Luddy made quite an impression on the student body. His gracious charm and kindness impressed the students, and they found his ability to relate to the younger generation particularly exciting.

He addressed the entire student body during the all-school convocation held in his honor. Later, he met with the eighth grade for a question-and-answer session. It was during this forum in the library that the students discovered the details of The Lexington School's history. The information he gave to them helped them to create accurate historical brochures for their computer art assignment.

Mr. Luddy entered the eighth grade meeting sipping chocolate milk from a carton. He seemed like such a kid at heart. He even declined a seat so he could gesture and move about as he talked with the students.

His humor and openness were evident, but as Mr. Luddy began talking with the students, they also realized his wisdom and strength. He discussed The Lexington School's beginnings and how things had changed physically since 1959. At that time, Mr. Fixx's office served as the kindergarten classroom, and the current infirmary was once Mr. Luddy's office. The lunchroom was multi-purpose, serving also as an auditorium and gymnasium.



Photo By Jennifer Boone '01



Photo By Jennifer Boone '01

Mr. Luddy talked of the school's original philosophy and mission. Forty years ago the founders built a school based on vitality and excellence; he said he was pleased the school still embodied those ideals even though it had grown larger.

One student asked about the 1959 dress code. Mr. Luddy explained that neat dress was expected during the week, and Friday was designated as a dress-up day. He compared a tidy student to a clean windshield, noting that one cannot learn or see effectively unless the outward appearance is maintained. He also emphasized that it was possible to have high expectations without creating an environment of rigidity.

In closing, a student asked Mr. Luddy what academic advice he would give to students today. He suggested that students take public speaking seriously, and in day-to-day communication learn to enunciate their words.

In all, the eighth graders and other students that came in contact with Frederick Luddy agreed that he was fascinating and wise, not to mention witty and easy to approach. All students were honored to meet him and to learn about the school's history, its first headmaster and their connection to the school's tradition of excellence.

—Anne Hickman '01, Eighth Grader
Heather Brown '01, Eighth Grader
Whitney Martin '88, Newsletter Editor

THE LEXINGTON 40 SCHOOL
1959-1999

1999 EARLY WINTER ISSUE

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Please continue to send suggestions for future articles, news and alumni information.

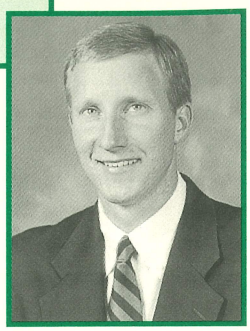
Headmaster
John D. Fixx

Director of Admissions
Chip Audett

Director of Annual Fund
Barbara Groves

Correction from Early Fall Issue
Missing from *Bluegrass Summer Games Champs:*
Hillary Spivey, Silver in Swimming

FROM THE HEADMASTER



In our year of celebrating the 40th anniversary of the school, one of former headmaster Dr. David Lowry's admirers unearthed this piece compiled by him. In lieu of my own column, I reprint David's thoughtful and timeless observations, with gratitude for all David gave to our special school.

25 Manners Before Age Nine

1. When asking for something, say "please."
2. When receiving something, say "thank you."
3. Do not interrupt adults who are speaking with each other unless there is an emergency. They will notice you.
4. The phrase "excuse me" is a useful way of entering a conversation or getting someone's attention.
5. If you have any doubt about doing something, ask permission.
6. The world is not as intersted in your dislikes and hates as you are. Keep them to yourself. Nobody likes a complainer.
7. Do not comment about other people's physical characteristics unless, of course, it's a compliment.
8. At the table: Use utensils properly; Keep a napkin in your lap and use it when necessary; Don't reach for things and say "please" when asking to have them passed; Add something pleasant to the conversation; Refuse seconds by saying, "No, thank you, I'm full," not, "I don't like it."; Say something nice about the meal; Ask to be excused—do not get up and leave; Especially when you are a guest, offer to help clear the table; Thank the person who cooked the meal.
9. When people ask how you are, tell them, then ask how they are.
10. When you have spent time at a friend's house, remember to thank your friend's parents for having you over.
11. When at a friend's house, ask before calling home.
12. Knock on closed doors before entering.
13. Call home if you are going to be more than 15 minutes late.
14. When placing a phone call, give your name.
15. Be appreciative and say "thank you" for any gift you receive.
16. Never use foul language in front of adults. Adults know all those words and find them boring and unpleasant.
17. Don't call anyone names.
18. Do not make fun of anyone for any reason. Teasing shows others you are weak. Ganging up on other people is cruel.
19. Even if a play or assembly is boring, sit through it quietly and pretend interest. The performers are doing their best.
20. If you run into somebody, say "excuse me" before running on.
21. Don't pick your nose in public; cover your mouth if coughing.
22. When going through a door, hold it open for others.
23. If you come across someone working on something, ask if you can help. If the answer is "yes," do it; you may learn something.
24. When an adult asks you to do a favor, do it pleasantly.
25. When someone helps you, say "thank you." That person will want to help you again. This is very useful with teachers!

Campaign Overview: $300,000.00
Total Committed: $183,289.50
Remaining: $116,710.50
Percentage of Goal Met: 61%

ANNUAL FUND UPDATE

On the heels of the most successful Annual Fund in the history of The Lexington School, the 1999-2000 campaign has received an incredible offer. Out of appreciation for the exceptional education provided by The Lexington School, two anonymous donors have issued challenges.

- ★ **If our community—for its 40th birthday—can raise $300,000 for the Annual Fund, with 90% of present families participating, one benefactor—who has admired the school from a distance—will donate $100,000 to the school's endowment for teachers' salaries.**

- ★ **A second benefactor has challenged current parents to stretch their gifts by offering to match, dollar for dollar, all new and increased gift amounts.**

Remember that the Annual Fund plays an indispensable role in supplementing the school's income—enriching and enhancing every aspect of the educational experience—and it is the children who are the true winners of this campaign.

Excitement is in the air! Participation and dollars raised are running well ahead of last year's record-breaking totals. Co-chairs Kim DeCamp, Jim Frazier and Caron Tucker remind us that gifts of all sizes are welcomed and appreciated.

—Barbara Groves, Director of Annual Fund

DONORS OF TIME

By mid-November, more than 1300 volunteer hours had been recorded. That's equal to 162.5 days. Help us keep track of this powerful and growing figure.

Approximate your in-school hours when you sign in at the front desk.

Save and report your at-home hours to the Parents' Association.

WINTER CALENDAR 1999—2000

Reception for Mr. Pritchett	Thursday, Dec. 16	6:30—Library
Holiday Concert	Friday, Dec. 17	9:00-10:00 a.m.—Gym
Holiday Vacation	Friday, Dec. 17—Return Tuesday, Jan. 4	
Parents Association Meeting	Thursday, Jan. 6	7:00 p.m.—Theatre
SSAT	Saturday, Jan. 8	8:15 a.m.—Library
Coffee Talk	Tuesday, Jan. 11	8:00-9:00 a.m.—Cafeteria
Winter Formal — Grade 6	Friday, Jan. 14	7:00-9:00 p.m.—Cafeteria
Martin Luther King Jr. Day	Monday, Jan. 17	NO SCHOOL
Board Meeting	Thursday, Jan. 20	4:00-7:00 p.m.
Conference Day	Thursday, Jan. 27	As Scheduled

PRESCHOOL

KINDERKLASSE HAS COME TO PASS

The Lexington School's new three-year-old program, kinderklasse, is well underway, and quite a success. Its two new teachers, Marie Culpert and Dominique Metze, are enthusiastic about both the concept and the class, and find that the children and parents are thoroughly enjoying this new addition to the school's curriculum. Not only that, every other member of the TLS community is relishing the presence of these fine little people.

John Fixx and Mary Beers pondered the possibility of a three-year-old program last year, and once they were able to find the physical space for a classroom, the dream became reality. As of now, there are 22 students in the kinderklasse program, 16 of whom attend daily. Half of the class leaves at 11:40 a.m., and half stays until 3:00 p.m. (they're known as "The Lunch Bunch"). As for male and female, that mix is equally split, too.

Kinderklasse begins each day with an opening circle. Here the children discuss topics like the calendar and seasons. Marie and Dominique follow a theme for several weeks every morning, such as Autumn or Halloween.

After morning circle, children are allowed free play. They can choose from a math and science area, blocks, dramatic play or a tactile activity, such as modeling clay. Outdoor play comes next, weather permitting; then it's time for a snack. Afterwards, children can enjoy free play again. A closing circle is held to say goodbye to half of the class. For those students who remain, they have lunch, play outside and take an afternoon nap for an hour-and-a-half.

Kinderklasse is primarily a play-based program with age-appropriate activities. There are several opportunities outside of free play for the children to be introduced, in small ways, to the traditional curriculum. Senôra Estes, referred to as the "Holá Teacher" by the three-year-olds, teaches basic Spanish words to them. Twice each week, lower school teachers, Martha Anderson and Rona Love, offer the children small periods of music and art in their classroom. Kinderklasse even walks down to the lower school gym and the library to stretch their legs and minds.

Domnique and Marie are enjoying their time in kinderklasse, and the children and The Lexington School are lucky to have such devoted teachers. It looks as if kinderklasse is already a big hit and that three-year-olds are here to stay!

—Whitney Martin '88, Newsletter Editor



Photo By Jimmy Hamilton '02

***Will Freeman '11** and **Zachary Marshall '11** look on as Senôra Estes, just out of sight of the camera, teaches Spanish words to the kinderklasse students.*

HOMEWORK AND BRUSSELS SPROUTS

Homework, like Brussels sprouts, is necessary for a healthy child even though it is sometimes hard to digest. To a child, homework may seem to be assigned for no clear reason. But just like eating green vegetables, there are benefits. Homework gives the opportunity to practice classroom skills, it motivates independent study and it allows for projects and assignments that cannot be completed in the daily structure of class.

But if these are the only reasons for homework, children and parents can become focused on grades, rather than the life lessons learned during the process. The really important lessons gained from homework have little to do with grades. Homework can, and should, be a process of character building. There are eight important emotional and behavioral skills learned through the discipline of homework.

- **Responsibility**. Homework teaches a child ownership of what belongs to him or her and holds the child accountable for his or her own successes and failures.
- **Autonomy**. Homework is the first responsibility given to a child outside the family circle. It allows the child to stand on his or her own.
- **Perseverance**. Homework allows a child to confront a challenge, struggle with it and feel a sense of accomplishment in the end.
- **Time management**. Homework is one of the main activities where a child is forced to organize time effectively in order to complete the task at hand.
- **Initiative**. Homework allows a child to practice self-motivation and goal-setting.
- **Self-reliance**. Homework empowers a child to develop a healthy self-concept. It allows the child to trust his or her abilities.
- **Resourcefulness**. Homework allows a child to be creative in solving problems.
- **Self-esteem**. Homework allows a child to develop positive self-worth. When he or she is prepared for class, a positive tone permeates the entire day.

Family psychologist John Rosemond states in his book *Ending the Homework Hassle*: "The manner in which the issue of homework is negotiated, managed and otherwise handled in a family will set certain precedents which will impact greatly on how the child responds to future challenges, how the parent responds to future problems and, most importantly, whether or not the child develops the skills he or she will need in order to establish and enjoy a successful adulthood."

It may be tempting, as a parent, to spare your child the unpleasant taste of homework, but if parents become too helpful, the assignment may end up complete, but the lesson is lost. There would be no moral to the story *The Little Engine That Could* if the Little Engine's parents had pushed her up the hill just at the moment of her struggle. Sometimes making a child's life easier today will only make it harder tomorrow. So, help set the table. Give your child the utensils, and let him or her dive into the Brussels sprouts independently.

—Una MacCarthy, Head of Middle School
Susan Touchstone, Head of Lower School

LOWER & MIDDLE

EDITOR'S CLIP

Dr. Chuck Washam is one the most recent additions to The Lexington School, and without a doubt, he's certainly one of the most valuable. He came on board at the beginning of the school year to serve as school counselor, and since his arrival, the community has truly benefited; in fact, I sometimes wonder how we went so long without him. I was fortunate to find some time recently to talk with Chuck, to discuss his background, his goals and what's been taking place since the start of the school year.

"I'm truly thrilled to be here on a regular basis," Chuck says. "In the past, I've simply been 'on call,' so to speak. If there were a major crisis, such as the Columbine incident last year, I would come in to counsel and assist." But now, Chuck is at the school on Tuesdays, Wednesdays and Thursdays, and depending on need, he can arrange other times, too. His presence in the hallways and the addition of his private, yet accessible, office are helping to make Chuck a permanent and familiar feature at The Lexington School.

"My goal is for the children to become accustomed to me, not just as a counselor, but also as a member of the school community."

"My goal is for children to become accustomed to me, not just as a counselor, but also as a member of the school community." Chuck's experience at several schools has shown him the importance of connection and rapport among school teachers and students. "I believe one of the most effective forms of counseling occurs when students and teachers simply talk and share. I believe that as students become more accustomed to my presence, they will feel comfortable approaching me in the hallways, on the sidelines, as well as through scheduled appointments."

And that seems to already be taking place. While we're talking, there are two knocks at his office door, both requests for his assistance; students seem to be taking his presence seriously. "Another way I'd like to reach out to the students is to teach a class." A character development elective has been discussed. Perhaps in the future, Chuck will tackle that, defining himself not only as a counselor, but also as a teacher.

Chuck is well-prepared and well-educated to handle practically any problem or concern for students, parents and faculty members. He's not only worked as a clinical social worker and family counselor, but he is also an ordained Episcopal priest. "My background and education combine both the spiritual and the secular," Chuck says. "I think my religious affiliation enhances my work from an ethical perspective. In no way do I want to deter anyone of a different religious background or the nonaffiliated." Talking with Chuck, I sense a depth of understanding for a variety of personalities and cultures. He has worked in several schools, as a counselor, teacher, chaplain and dean. But his résumé isn't what a student, teacher or parent who consults him will notice. It will be his down-to-earth attitude, sense of humor and wise insight—the things I can pick up on in our short conversation.

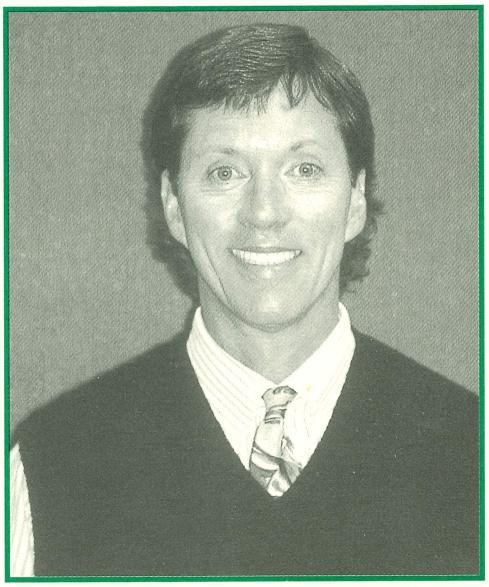


Photo By Jimmy Hamilton '02

"I hope the community will utilize my services as often and as much as needed," Chuck encourages. "It's free of charge for anyone affiliated with the school community: teachers, students, parents, staff." It truly is a wonderful benefit: no-cost, short-term counseling by a licensed professional for anyone who needs it. Chuck can assist in any area from academic concerns and peer pressure to divorce issues and family dynamics, just to name a few.

"I'm glad to be here on a consistent basis. It helps the community to grow stronger if we can handle concerns as they arise. Now that I am here regularly, I can come to know the community and assist with academic, emotional or behavioral concerns one step at a time."

The Lexington School is truly fortunate to have Chuck Washam on staff. He is ready and willing to hear from anyone about any needs or concerns they may have.

—Whitney Martin '88, Newsletter Editor

DOUBLE DATING IN MATH CLASSES

9/9. Tetrahedron kites were flying high as our seventh graders celebrated Chung Yang Jie, the traditional Chinese festival for the double ninth day. In China, this is a day for relaxation and going up to the mountains to drink chrysanthemum wine and while away the time by composing and reciting poetry. Well, we skipped the chrysanthemum wine, but in our seventh grade social studies, language arts, science and math classes, kites were constructed, good wishes for the future were composed and attached to the kites, and the students were exposed to the Chinese traditions affiliated with this festival. In the absence of mountains, our students flew their kites to their highest potential late in the afternoon of 9/9/99. It is a Chinese belief that the higher your wishes are carried, the more likely they will come true.



Photo By Mia Moross '02

*For Chung Yang Jie, seventh grader **Lacy Reinhold '02** took off at a brisk run to launch the kite that she had constructed in her math class.*

10/10. That's the universal date for Metric Day in the U.S. since the metric system is based on ten. We didn't hit the exact date, but we had an excellent learning experience, disguised as a Metric Olympics, in early October at TLS. Our eighth graders put together activites designed to stimulate the metric thinking of our fourth graders. Prizes were also awarded for the largest smile (measured in centimeters, of course), the closest estimate for the weight of 500 grams of M&M's, and the best guess in millimeters for the height of water in a jar. The eighth graders remembered with fondness the fun they had four years ago when they, as fourth graders, enjoyed the metric fun and games provided for them by the TLS class of '97. Metric Olympics is a long-standing and treasured tradition in mathematics department of The Lexington School.

And if you are into meaningful calendar items, though this one isn't a double date, wait for more nifty activites on 3/14, pi day. TLS math teachers cannot resist a good play on words, so there are likely to be delicious experiements on perfectly circular pies!

—Marijo Foster, Director of Professional Growth and Development

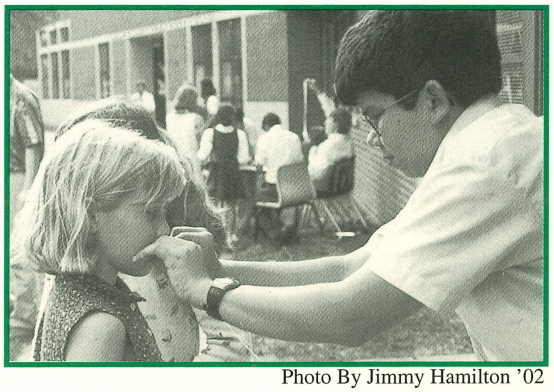


Photo By Jimmy Hamilton '02

*Fourth grader **Tess Simon '05** smiled her widest smile for eighth grader **Zachary Yoneda '01** who precisely measured its width in centimeters*

Janette Moloney's third grade class recently studied the poetry style of Jack Prelutsky. They learned how to observe an object very carefully, then compile a large list of rhyming words about the object. Two of the poems were published in the Lexington Herald-Leader as follows.

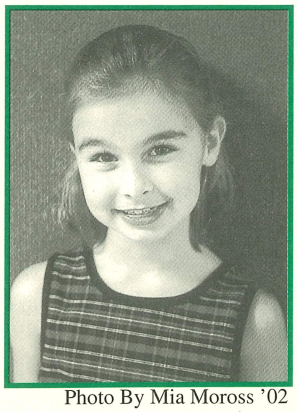


Photo By Mia Moross '02

Blue Glue

My stick of glue,
On the outside is blue.
The cover is white,
And very light.
It turns and twists.
Is there something I missed?
Oh, yeah,
Never put glue,
On the inside of your shoe.

—Alexis Baldwin '06

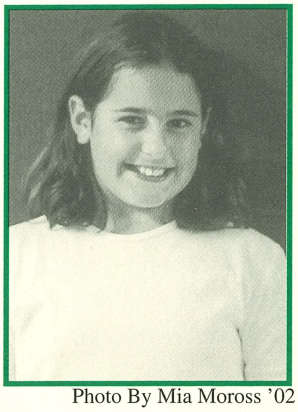


Photo By Mia Moross '02

My Red Pen

Made by Pilot,
By a girl named Violet,
This red pen is mine.
My lips I am biting,
As I am writing,
With this red pen of mine.
For writing straight lines,
It's an easy touch and fine,
I love this red pen of mine.

—Carly Wolken '06

SOUTHWEST SAMPLER

The class of 2000 recently returned from its 10-day American Southwest experience. Four years ago, we switched the ninth grade trip from Washington, D.C. to the Colorado Plateau to introduce unique cultural and natural diversity to our students. Our camping itinerary took us from Phoenix to Sedona, into the Grand Canyon, through Monument Valley and to Utah's Zion National Park. Backcountry jeep rides, hikes deep inside Buckskin Gulch (a slot canyon in the Pariah wilderness) and views from 1500-foot Angels' Landing provided adrenaline kicks and many exciting memories. Visits to Arcosanti and Glen Canyon Dam enhanced appreciation of delicate desert ecosystems. The "shadowing" of Navajo students at their reservation high school classes and sleeping in a traditional dirt-floor hogan taught appreciation for a different culture. This trip has spawned a cultural exchange between The Lexington School and Monument Valley High. Four TLS freshmen will live with Navajo families for a week in January; then four Navajo students will enjoy Kentucky hospitality during Derby week in May.

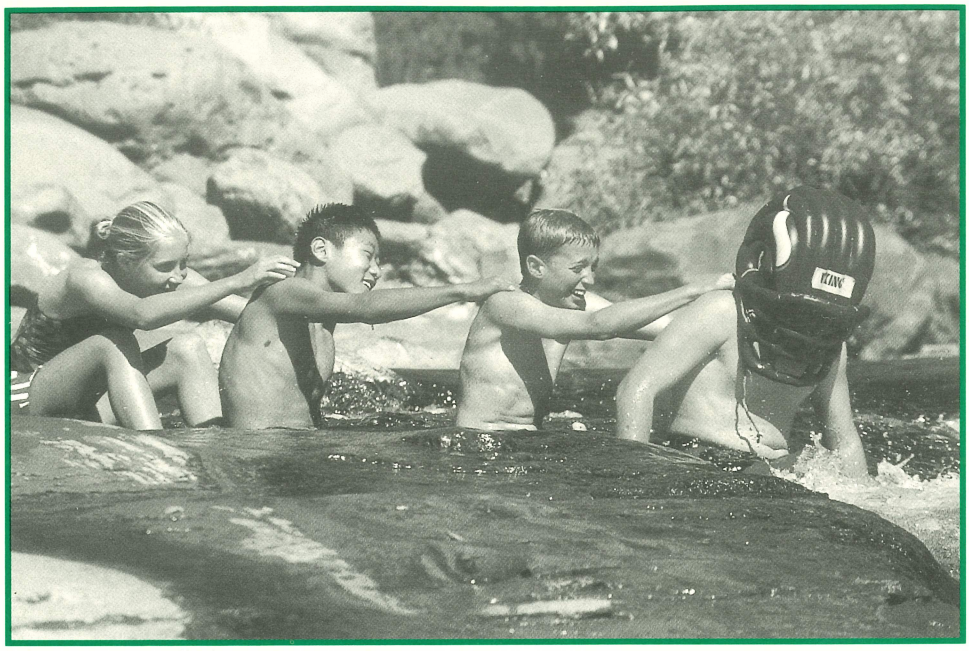
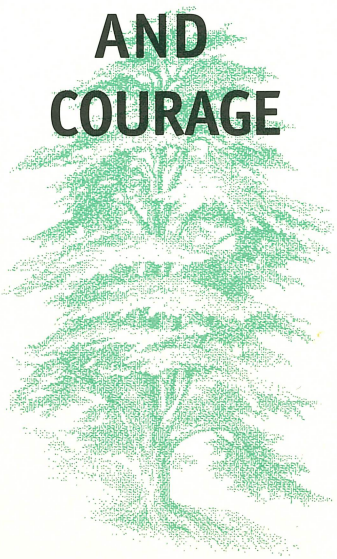


Photo By Una MacCarthy

Perhaps the favorite event was a day of "canyoneering" at Cibeque Creek on the White Mountain Apache Reservation. This high-adventure day capped off the week's activities with rappelling past a 65-foot waterfall and dropping into a deep plunge pool. All students and teachers agreed that the trip was an incredible experience of fun and learning. Excerpts from student journals will be combined in a class reflection to be displayed in the TLS library and archived in the Alumni Affairs office.

—Frank Hardesty, Science Teacher and Freshman Advisor

COMRADES AND COURAGE



Returning to Bradford Woods, IN, after ten years rekindled many memories. Although my role had significantly changed from student to chaperone, the excitement and sense of adventure that I felt as a student were still there. I found myself eagerly anticipating the ropes courses, canoeing and camping. And like the students, I found myself dreaming of Mr. Gatti's pizza.

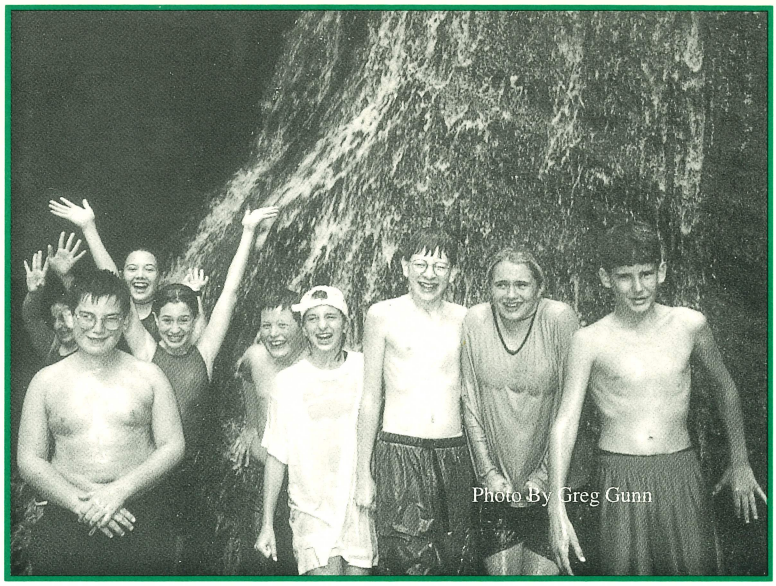
With each obstacle, our roles as teachers and students became less defined as we embarked on the journey together as teammates. Occasionally, I was thrown back into the teacher role as the expected conduct issues arose. But for the most part, I was extremely thrilled to be back in the woods with a great bunch of seventh graders.

I was reminded of my fear of heights. For the first time, I found great comfort in the students' words of encouragement and support. I began to depend on, "Come on, Ms. Grundy! You can do it!" The verbal support was just as important as the ropes that held me high. We supported each other through thick and thicker as each activity presented new physical and psychological challenges. For five days, classroom differences and conflicts were set aside as new friendships and bonds were forged.

So, job well done seventh grade! Thank you for making my Bradford Woods memories even sweeter!

—A. R. Tulani Grundy'92, Multicultural Fellow

GREEN RIVER GETAWAY


Photo By Greg Gunn

"The sixth grade tackled the rigors of outdoor life for three days."

The sixth grade had a fantastic time at the Green River Preserve in North Carolina. Accompanied by chaperones: Greg Gunn, John Platt, Jawanna Herd, Marimar Barrio, Tomi Lounsbury and Whitney Martin, the sixth grade tackled the rigors of outdoor life for three days. Activities included hiking to "balds" (rocky outcroppings that overlooked the glorious Blue Ridge mountains), scrambling up creeks to get doused like polar bears in frigid waterfalls and scaling the challenging climbing wall. In addition to physical activity, the students learned a variety of outdoor skills, like building fires, identifying flora and fauna and making cordage from strips of poplar bark. The Green River Preserve's philosophy taught honor and service to the natural world and one another. One way the students were challenged to adhere to this rule was through their daily meals. Any leftover food, called "ORT" was measured. Soon, everyone was eating everything off their plates. The second way the students illustrated their understanding of GRP's philosphy was in their kindness to each other and the other school in attendance at the same time. In all, it was a tremendous trip, topped off with a talent show and many memories.

—Whitney Martin '88, Newsletter Editor

WET AND WILD

On October 28, the fifth grade set out on a wild field trip—an overnight at the Cincinnati Zoo. Five teachers accompanied them: Mr. David Cooper, Mrs. Samantha Kemmish, Mrs. Sue Miller, Mrs. Jenny O'Neill and Mrs. Lynn Pickles. At 5:30, they stopped for dinner at Pompillo's, an Italian restaurant in Newport, KY. After a 40-minute meal, they took off and arrived at the zoo.

After an introduction, the fifth graders split into groups. They learned about which animals were nocturnal and then mimicked nighttime animal behavior. They held on to one another's shoulders while they closed their eyes and walked along dirt paths.

Later, they saw where the zookeepers prepared the animals' food and took a tour of the zoo at night. The students had the opportunity to see some animals up close. They saw a hedgehog, a spoonbill and a baby crocodile. Finally, at 11:30 p.m. it was light's out. The girls watched an eyewitness video on mammals until midnight. In the morning at 7:00, staff member Kevin gave the fifth grade girls, boys and teachers a wake-up to remember! He yelled a song into everyone's ears until they were awake.

After breakfast, the fifth graders split back into groups. Then they went on a daytime visit of the zoo and saw animals being fed. Some animals they saw were manatees, polar bears, white lions, elephants and tigers. Then everyone piled back on the bus and went across the river to the Newport Aquarium. After seeing glow-in-the-dark fish and penguins racing with each other, the students got back on the bus for the ride home. They arrived at school just in time for the Fall Festival. What a great field trip!

—Colleen Gross '04, Fifth Grader

BUBBLING OVER

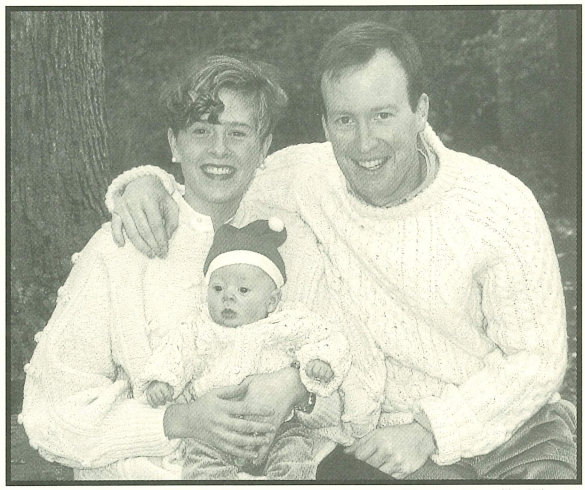
The students in Mrs. Wilson's third grade class created two bubble projects this fall. The first was a clear bubble (shown at right) which served as a life-size terrarium for replicas of frogs, chameleons and crickets. The second bubble was a large black cave habitat for fabricated bats. Ms. Alyssa Philipson, the lower school science teacher, helped the students create stalactites, stalagmites and columns. Students conducted tours for students, parents and staff. This interdisciplinary project used math skills to build the bubbles, language arts skills to research and document, and science skills to recreate authentic environments.



Photo By Greg Gunn

FOSTERING THE LOVE OF FAMILY

Meg Foster Sullivan '87 *and her husband Dave are the proud parents of David John Sullivan, Jr., born on September 2, 1999. Meg has 'retired' from her senior account executive position in advertising to become a stay-at-home mom. The Sullivans recently bought a home in Elmhurst, Illinois.*



Foster Family Photo

On May 29, 1999, ***Scott Foster '89*** *and Courtney Colman were married in Ocean City, New Jersey. Several TLS notables were in attendance. Back row:* ***Chad Massie '89****;* ***Peter Cassidy '89****;* ***Andy Barr '89****;* ***Scott Foster '89****; librarian, Ann Eames;* ***Hanly Ingram '89****;* ***Teddy Gay '89****. Front row: history teacher, Debbie Wilson; former head of upper school, Mary Lee Nichols; math teacher, Lanna Bell; former math teacher, Robin Jones; director of professional growth and development, Manjo Foster; Courtney Colman Foster;* ***Meg Foster Sullivan '87****; former math teacher, Betty Cox; former physical education teacher, Roberta Owen.*



Foster Family Photo

HAVE YOU HEARD?

Donald Carlyle Schaeffer '81 and his wife Lesley had a baby girl. Emelyn Madison, 7 lbs. 9oz. 20 1/2 in., arrived on July 15.

Carita Kimberly Arnold '81 married Lee Alan Moorer of Blacksburg, VA, on May 8. Kim is a graduate of Vanderbilt University and is employed by Joseph Freed & Associates Inc.

Anna Webb Petter married James Willoughby Egerton-Warburton of London, England on May 3. Anna is a graduate of Pine Manor College and Hollins College. She is a clinical psychologist.

Alexandra Warfield Kinkead '86 married Albert Lawrence Mason of Durham, NC, on June 12. Alex is a graduate of the University of Vermont and the Pratt Institute.

Kitty Moore '86 married Harold Ellis of Frankfort, KY, on July 30. Kitty is a graduate of the University of Kentucky and is employed by Chrysalis House.

Melanie Elise Corrine Smith '88 married John Ben Leach of Lexington, KY, on May 22. Melanie is a graduate of Vanderbilt University and is employed by Kentucky Dermatology and Skin Cancer Clinic.

Catherine Taylor Cowden '88 married David Thomas Gautier Bryan of Houston, TX, on Sept. 18. Catherine is a graduate of Montana State University and is employed by Gallatin Internal Medicine Associates.

Lisa Claire Scully '88 married David Michael Stein of Southgate, KY on July 24. Lisa is a graduate of The University of Kentucky and is employed by Great American Insurance Co. in Cincinnati.

Taylor Keller Fister '88 and her husband Morgan had a baby boy. Morgan McMillan, 9 lbs. 3 oz. and 21 in., arrived on Aug. 25.

Thomas Kirk Slabaugh, Jr. '89 married Shelley Renee Griffith of Smithfield, KY, on Oct. 9. Tommy is a graduate of Dartmouth College and is attending the University of Kentucky Medical School.

Alicia Blomberg '89 is attending the Wake Forest School of Medicine Physician Assistant Program. She and Jason Copeland of Burlington, NC, plan to marry on Aug. 19, 2000.

Case Baldwin Clay '89 married Lorin Elizabeth Welch of Wayne, IL, on June 5. Case is a graduate of DePauw University and is employed by Ernst & Young

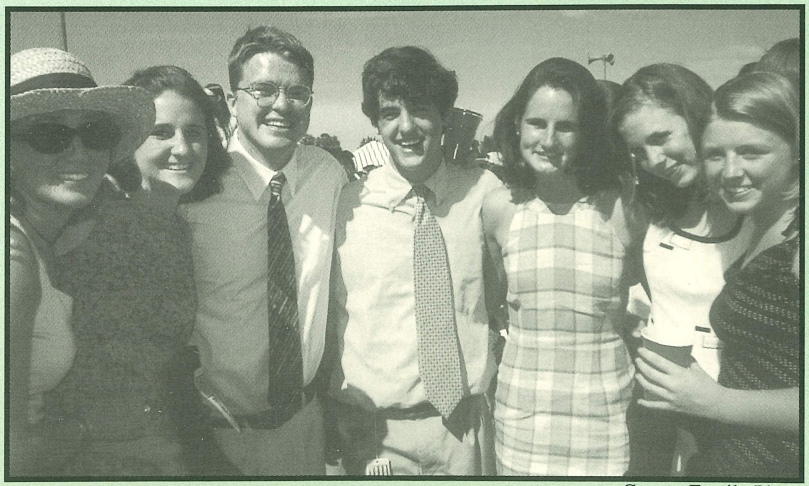
Alexandra Kay Gariepy '89 married Timothy Wagner Levin of Oxnard, CA, on May 20.

Recently, former Head of Upper School Mrs. Mary Lee Nichols and former physical education teacher Mrs. Roberta Owen were treated to a two-hour lunch with **Matthew Hartley '95**. He shared recent experiences that he has had with his former classmate **Lincoln Brown '95**. Matthew explained that their goal is to become successful businessmen by the time Matthew and Lincoln graduate from Centre College and Wharton College, respectively. Matthew told of their recent encounter with Donald Trump, with whom they discussed investing in one of their ventures.

Laura Bell Bundy '96 is starring as Marah Lewis, the teenage daughter of Josh and Reva on the daytime drama *Guiding Light*. Bundy is also acting in an off-Broadway play, *The Taxicab Chronicles*, and she's the voice of Queen Amidala in a *Star Wars* advertising campaign.

Bryan Lyster '97 has been selected for one of the highest leadership positions at Woodberry Forest School. He is a member of the Prefect Board which is responsible for the honor code system and assisting with dormitory supervision.

Joseph Porter '98 spent one week in July improving and rebuilding homes for low-income people in Logan County, WV, as part of the Appalachian Service Project.



Groves Family Photo

TLS alums reunited at Foxfield Steeplechase in Charlottesville, VA. From left, ***Elise Groves '95; Katherine Alford '94; Jim Mahan '93; Farra Alford '98; Elizabeth Alford '95; Laura Parrish '94; Lucy Hinkle '97.***

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TLS Archival Photo

Shown in this 1960 photo from the school's Christmas card, are the faculty members from that year. Seated from left, second grade teacher Mrs. Marilyn Turner; fifth grade and art teacher Mrs. Claire Clay; first grade teacher Miss Elizabeth Ison; kindergarten teacher and librarian Mrs. Grace Cramer Webber; third grade teacher Miss Margaret Imrie. Standing from left, Headmaster Mr. Frederick L. Luddy; fourth grade teacher Mr. Amos M. Lawrence; history, Latin and English teacher Mr. Hillyer Rudisill III; math teacher Mr. Norton G. Pritchett Jr.

The Lexington School admits students of any race, religion, color, sex, national or ethnic origin.